

Frontline's Coaching Competency Framework

Coaching Standard	Definition	Indicators of competence
Meeting and Maintaining Ethical and Professional Standards	Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.	<p>Clearly communicates the distinctions between coaching, consulting, counselling/psychotherapy and supervision.</p> <p>Identifies when coachee requires additional support, is aware of available resources and signposts to other professionals as needed/suitable.</p> <p>Acts ethically and with the highest integrity</p> <p>Engages in regular good quality supervision (external to Frontline)</p>
Establishing a trust-based relationship with the coachees	Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.	<p>Shows genuine concern for the coachee's welfare and future.</p> <p>Continuously demonstrates personal integrity, honesty and sincerity - establishes and upholds clear agreements.</p> <p>Demonstrates respect for coachee's perceptions, learning needs, personal being.</p> <p>Demonstrates an appreciation of difference. Including an awareness of different aspects of the coaches' own identities, how these might affect the participant and the coaching relationship, and the participant's awareness of their identities.</p>



		<p>Provides ongoing support for and champions new behaviors and actions, including those involving risk-taking and fear of failure.</p> <p>Asks permission to coach in sensitive or new areas.</p> <p>Attends to the coachee and their agenda and not to the coach's agenda for the coachees.</p>
Maintaining Coaching Presence	<p>Ability to be fully conscious and create spontaneous relationship with the coachee, employing a style that is open, flexible and confident.</p>	<p>Pays close attention to the coachee, staying fully present, engaged and flexible.</p> <p>Is open to not knowing and takes risks / "goes with the gut".</p> <p>Uses humour effectively to create lightness and energy.</p> <p>Confidently shifts perspectives.</p> <p>Demonstrates confidence in working with strong emotions and can self-manage and not be overpowered or enmeshed by coachee's emotions.</p>
Communicating effectively	<p>Ability to focus completely on what the coachee is saying and is not saying, to understand the meaning of what is said in the context of the coachee's desires, and to support coachee self-expression.</p> <p>Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the coachee and ability to communicate effectively during coaching sessions, and to use language that has the</p>	<p>Demonstrates effective listening and clarifying skills and differentiates between what is said and what's left unsaid and asks questions that reflect this. Distinguishes between the words, the tone of voice, and the body language.</p> <p>Summarises, paraphrases, reiterates, and mirrors back what coachee has said to ensure clarity and understanding. Encourages, explores and reinforces the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, then integrates and builds on these.</p> <p>Asks questions that evoke discovery, insight, commitment or action (e.g. those that challenge the coachee's assumptions, open-ended questions that create greater clarity, possibility or new learning or questions that move the coachee toward what they desire, not questions that ask for the coachee to justify or look backward).</p>



	greatest positive impact on the coachee.	<p>Adapts language to move the coachee towards the agreed outcomes (e.g. reframes and articulates to help the coachee understand from another perspective what he/she wants or is uncertain about or uses metaphor and analogy to help to illustrate a point or paint a verbal picture.)</p> <p>Provides clear objectives, relevant information and articulate feedback to serve the coachee's learning and goals.</p>
Raising awareness and insights	Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the coachee to gain awareness and thereby achieve agreed-upon results.	<p>Helps broaden a coachee's perception of an issue and challenges to stimulate new possibilities.</p> <p>Identifies for the coachee his/her underlying concerns; typical and fixed ways of perceiving himself/herself and the world; differences between the facts and the interpretation; and disparities between thoughts, feelings, and action.</p> <p>Helps coachees to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.</p> <p>Communicates broader perspectives to coachees and inspires commitment to shift their viewpoints and find new possibilities for action.</p>
Designing strategies and actions	Ability to create with the coachee opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results.	<p>Supports the coachee to build strategies to demonstrate, practice and deepen new learning.</p> <p>Supports the coachee to define learning goals and objectives.</p> <p>Helps the coachee "Do It Now" during the coaching session, providing immediate support.</p>



		<p>Promotes active experimentation and self-discovery, where the coachee applies what has been discussed and learned during sessions immediately afterward in his/her work or life setting.</p> <p>Encourages, stretches and challenges but also sets a comfortable pace of learning.</p> <p>Engages the coachee to explore alternative ideas and solutions, to evaluate options, and to make related decisions.</p>
Maintaining forward momentum and managing progress	Ability to hold attention on what is important for the coachee, and to leave responsibility with the coachee to take action.	<p>Checks and acknowledges the coachee's progress and achievements.</p> <p>Explores what is working and what is getting in the way to challenge lack of progress.</p> <p>Takes a systemic approach to coaching the coachee, encompassing the complexities of multiple stakeholders, different perspectives and conflicting priorities.</p> <p>Is able to move back and forth between the big picture of where the coachee is heading, setting a context for what is being discussed and where the coachee wishes to go.</p> <p>Is able to hold space for emotion and unforeseen challenges and adapt the coaching plan as needed.</p>